



Ed Wojcicki, Publisher, *Illinois Issues*, Chris Stephans and Tim Lee, IL Retired Teachers Assoc., and Cindy Brander, Rockford College

Intergenerational Think Tank Forecasts the Future

What is the outlook for intergenerational groups and their impact on the critical problems of schools and communities? Ed Wojcicki, publisher of *Illinois Issues* at UIS, pointed to areas, such as in welfare reform, workforce preparation, civic involvement, and technology. The group met in Springfield as a part of the Illinois Intergenerational Initiative Annual Meeting and drafted a plan which features an emphasis on communication. You will find the plan at www.siu.edu/offices/iii or on page 18.

Quincy, Elgin, and Carbondale retirees discuss education-to-careers

Ideas were plentiful in focus groups involving retirees from business and labor. Focus groups held at Southern Illinois University at Carbondale, at John Wood Community College in Quincy, and at Panasonic in Elgin (sponsored by Carpentersville Dist. 300) brought together retirees from business and labor to discuss how they could help with education-to-careers and welfare to work. For example, SCORE (Service Corps of Retired Executives) members in the Carbondale focus group suggested that children had free time after school and that could be a good time for discussing careers.

A common theme was voiced by Carroll Johnson in Quincy, who said, "I have had many blessings in my life, and now it is time to give back." Humor has also been a key ingredient in the focus groups. In Elgin, Bob Blazier said, "In my high school yearbook, it states, 'Life involves having a lot of fun; and I did!'" In Carbondale, speaker Martin Tracy, director, School of Social Work and member of the state ETC Advisory Committee, talked about partnerships as key to success with education-to-careers. "Business people and educators realize that they need each other to make an impact" (see page 20 for participants in the focus groups).

The focus groups have involved nearly 200 retirees in 9 focus groups throughout the state. In August focus groups will be held in Chicago, sponsored by Hull House, and in Rockford, sponsored by the Technology Center at Rock Valley College.

Group looks to increase service in after-school programs

The critical time for children is from 3 to 7 p.m. It is during this time that there is less adult supervision, and opportunities abound to drift into gangs, drugs, and risk-taking behaviors.

The School's Out Alliance is working to increase service in out-of-school time. Service by community residents and programs like AmeriCorps and America Reads can provide individual attention for children. Service by children in after-school programs can help them develop skills needed for school and for careers. More information is available through the web site www.siu.edu/-aftersch or by contacting Tim Krieger, 312-353-8283.



Four of the members of the School's Out Alliance, Tim Krieger, Corporation for National Service; Greg Graham, Chicago MOST; David Piel, Carole Robertson Center; and Leonette Coates, Chicago MOST

Special Issue: Vision of the Presidents

Pages 2-17

Focus Group Participants (from page one)
Retirees helping young people prepare for careers
Elgin, May 15
Bob Blazier, Lyle Bloomfield, Phyllis Bloomfield, Don Boyer, Greg Guerrero, Robert H. Hansen, John Hipsky, Eugene Javillo, Michael Johnson, William R. Jones, Rosemary Kurtz, Sheila Martin, Ralph L. Meyer, Shirley Miller, Frances Newberg, Fred T.L. Norris, James E. Rene, DuWayne Sheldon, William Strong, Carole Strong, Cara L. Taylor, Barbara Trese, Alesha Wagne
Quincy, May 20
Laurie Assell, Al Beck, Roger Brod, Rose M. Brooks, Dadee Buzzard, Jim Cahill, Sandy Callahan, Kathie Clark, Ruth H. Hall, Amy Hyer, Carol G. Johnson, Kenneth (Ken) G. Mehl, Jane Miller, Joxeta (Jack) Myers, Billie Peters, Jim Rubottom, Rose Scheiter, Cynda Schuette, Janet A. Scobee, Dr. William Simpson, Barbara Thenhaus, Lanse Thomlinson, Gene Willimann
Carbondale, June 29
Joanne Rempel, N.S. McMullen, Jim Justice, Robert Downey, Lowell Hall, Dick Livengood, James S. Prowell, Harold Engelking, Tom Langdon, Elza Brantley, Gale Williams, Lowell Q. Heller, Barbara Ann Schwartz, George Trammell, Walter Wills, Andy Marcec, Dean Rohman, Jane Angelis and Speaker, Martin Tracy

**Illinois Association of Schools Boards
conducts intergenerational survey**

A FAX survey conducted by the Illinois Association of School Boards in March and April found that more students are visiting nursing homes and the frequency of intergenerational programs has increased. Another finding was that two thirds of programmers are providing some type of training.

The survey was sent to school districts throughout the state asking about involvement in intergenerational programs. For further information contact Mary Walsh, 847-825-4725

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Continuance is a quarterly newsletter providing information about intergenerational activities and programs thus promoting a continuance of history, knowledge, understanding and humor between generations. The newsletter is a collaborative effort of the thirty-two Higher Education Cooperation Act Partners. *Continuance* is funded by the Illinois Board of Higher Education and is provided free to Illinois residents. Editor: Jane Angelis; Research, Yusri Hussein; Design, Sharon Granderson-Instructional Support Services, Library Affairs, SIUC; Word Processing: Maxine Miller, Staff. The Illinois Intergenerational Initiative is located at SIUC, Mailcode 4341, Carbondale, IL 62901, 618-453- 1186, FAX 618-453-4295, Email U64176@UICVM.uic.edu Web Site: <http://www.siu.edu/offices/iii>

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**The Illinois
Intergenerational Initiative
is a coalition of individuals and
organizations committed to:**

- Publicizing the good news about intergenerational activities
- Serving as proponents for collaborative efforts between generations
- Fostering alliances that enhance education at all levels
- Involving young and old in solving public problems through service and learning.

The Initiative is a Higher Education Cooperation Act partnership funded by the Illinois Board of Higher Education. The following education and aging organizations are partners:

- American Association of Retired Persons
- Chicago State University • Council of IL Community College Presidents • Eastern Illinois University • Federation of Independent Illinois Colleges and Universities
- Governors State University • Illinois Association of Regional Superintendents
- Illinois Association of School Boards
- Illinois Association of Regional Superintendents • Illinois Association of Senior Centers • Illinois Coalition on Aging • Illinois Community College Board • Illinois Community College Trustees Assoc • Illinois Community College Council of Presidents • Illinois Corporation for National & Community Service • Illinois Department on Aging • Illinois Department of Children and Family Services • Illinois Department of Corrections • Illinois Department of Human Services • Illinois Department of Public Health • Illinois Elderhostel
- Illinois Principals Assoc. • Illinois PTA
- Illinois Retired Teachers Association • IL Assoc. of Rural and Small Schools • Illinois State Board of Education • Illinois State Library • Illinois State University
- Northeastern Illinois University • Northern Illinois University • Southern Illinois University System • University of Illinois System • Western Illinois University

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Celebration of Partners

In the last issue we started a series called "Celebration of Partners" to highlight organizations that have been our supporters since the project began in 1986. The first two organizations celebrated were the Illinois Association of School Boards and the American Association of Retired Persons.

This issue gives readers a glimpse of the public university presidents and their intergenerational views. All of these universities were involved in our first invitational retreat at Allerton Park in 1986.

Vision of the Presidents

Leadership and Change in Higher Education

"Nothing endures but change," wrote Greek philosopher Heraclitus. "In organizations, as well as societies, understanding the inevitability of change and the importance of guiding it rather than reacting to it is critical to leaders. . . . Such leadership requires seeing the organization not as it is, but as it should be by creating and communicating a vision of its future." (Patricia Witherspoon, *Communicating Leadership*).

The presidents of public universities provide life examples of overcoming barriers and jumping hurdles similar to those faced by many students today. The presidents come from a variety of academic backgrounds, including mathematics, engineering, history, political science, sociology; and many of them struggled with their education and had to work hard to succeed. Though trained in different fields, there are some striking similarities: many came from modest means and were the first generation to go to college. Their families recognized the importance of education. The presidents believe that a strong liberal arts education is important preparation and that reading a variety of topics enhances education. They agree that education will experience dramatic changes with technology, education delivery, and student-faculty dynamics.

Why Involve Older Adults in Helping Roles on Campus?

The population of those 55 and older is growing rapidly. By the year 2000, 22% of the population will be 55 or older, and by 2030, that percentage will increase to 33.4. People are also retiring earlier which poses some critical questions to postsecondary educators: "Are older adults potential resources for higher education? Can they help accomplish campus goals? Is it dangerous politically not to involve them?"

In a 1996 study of deans of public universities, 99% thought involving older adults on campus was a good idea. They had many creative suggestions for their involvement, such as tutoring, mentoring, helping with career development, fundraising, guest lecturing, as information providers, historians, grant writers, cheerleaders for students, and more.

Skeptics say that students are already busy, have many mentors,

Coming in October

Intergenerational views of the candidates

Special Issue on technology and the generations

"Celebration of Partners" highlights community college leaders

Celebration of Partners

or wouldn't be receptive to the attention from retirees. President Strand, Illinois State University, disagrees. His Senior Professionals pairs gifted students with retirees. Patty Berndt, a nontraditional student at ISU applauds her experience with Ernie Hoffman, a retired vice president from State Farm. "He has given me opportunities that would have never have happened."

"Are older adults potential resources for higher education?"

Most students experience loneliness in their first year particularly the first semester. Katharine Graham tells about her first semester at Vassar in her Pulitzer Prize autobiography: "My new circle of friends and range of activities all looked appropriate and right but I found them confusing and felt lost. . . . My mind constantly wondered to where I was going and what I was doing—to the problem of how not to be lonely."

I remember watching a retired faculty mentor at SIUC with a basic-skills student in his first semester. He poured out his frustration and the feeling of crisis in his life. Later, he said, "My mentor was the only one who cared." The retired faculty mentor said, "All I did was listen." These kinds of relationships make the difference between a so-so academic experience and one that creates a fired-up learner forever grateful to the university.

Teaching the Elephant to Dance

James Belasco describes the way that elephants are conditioned to quiet behavior in "Teaching the Elephant to Dance." Trainers

shackle young elephants so that they will stay in place. Older elephants have been conditioned not to move as long as they have that metal piece around their leg. Like elephants, many universities are bound by conditioning. They don't tap the skills and experiences of older adults, not because they don't think it is important but because they have never done it.

In some cases intergenerational developers are also bound by conditioning; that is, they embrace one way of promoting the involvement of older adults. Presidents and chancellors with populations of nontraditional and commuting students remind us that we will have to use a different approach on their campuses to interest administration and reach students.

Diffusion of Innovations

The history of the acceptance of educational innovations has been described by Everett Rogers, in his classic, "Diffusion of Innovations." Kindergarten was gradually accepted over a 50-year period. Driver's training took 18 years. Modern math took only the five years from 1958 to 1963. Contrast that with the adoption of ascorbic acid to prevent scurvy. In 1601 ascorbic acid successfully prevented scurvy in the British navy, and yet it wasn't until 1795 and thousands of dead sailors later that the British navy adopted the practice

and wiped out the disease.

Involving older adults in postsecondary education as tutors, mentors, and sharers of their life experiences is an innovation that we hope will follow the chronology of modern math and not scurvy.

-Editor

The interviews of presidents and chancellors of public universities in Illinois follow. The order in which they appear reflects the sequence of the interviews. The statistics on enrollment are 1996 figures from the *Data Book on Illinois Higher Education*. I asked questions in five areas:

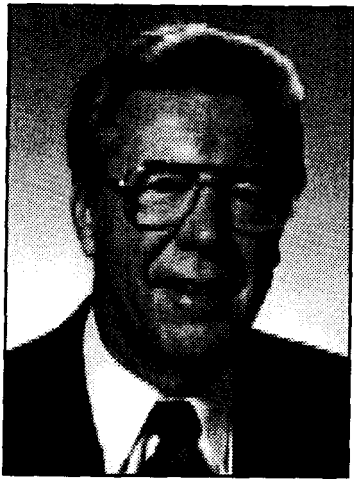
1. How childhood prepared them for their futures
2. How they made career decisions along the way and if they had heroes or mentors
3. The greatest challenges their institution and higher education face in the next five years
4. How higher education can tap the resources of older adults
5. Their advice to students entering universities

The interviews provided new thinking about leadership and the future of higher education and also some useful insights on the older population. As we prepare our next five-year plan (see page 19), we look to the challenges that presidents and chancellors have identified and how older adults can contribute.

Survey on Educational Interests of Older Adults Continues

A study on the educational interests of older adults targets the continuum of older adults, including older boomers, young old, middle old, and old old. Twenty-five community colleges, universities, service providers, lifelong learning institutes, and gerontology programs have agreed to participate with a resulting "n" size at about 5200.

The survey instrument targets those from ages 48 to 148 and asks for information regarding interests in academic and nonacademic courses, where they prefer taking courses, and the best way to communicate with them about educational offerings. One section of the survey asks questions about getting involved on campuses in helping roles. The deadline for returning surveys is September 15. Contact Jane Angelis 618-453-1186



John E. La Tourette, President Northern Illinois University

“Every few hundred years in western history there occurs a sharp transformation. Within a few short decades, society rearranges itself. Fifty years later, there is a new world. And the people born then cannot even imagine the world in which their grandparents lived and into which their own parents were born” (Peter Drucker, *Post-Capitalist Society*). President La Tourette says there is a transformation happening and that higher education will change with the Internet and technology and with teaching that features faculty as facilitators of information rather than traditional lecturers. Like James Macgregor Burns, La Tourette describes higher education as a transformational organization, one that will change, grow, and adapt to a rapidly changing world.

background
La Tourette came from a small industrial Jew Jersey town near New York City. Out of a high school class of 32, he was the only one to go to college. “I owe a great debt to my mother and father for encouraging me. They always expected that I would go to college. As a young man my father was involved in farming but soon moved on to work for the Pennsylvania Railroad. He was self-taught but always appreciated how important formal education is to the individual and to the nation. He read the New York Times and the Wall Street Journal every day to keep up with world events, politics, and financial issues. Sometimes he would have trouble reading and understanding everything, but even with a fourth-grade education, he never stopped trying to learn. “When I was growing up, I thought I

Northern Illinois University

would focus on the sciences. I went to Rutgers and found that I wasn’t as well prepared as I thought. A counselor suggested that I take courses in business. Going into business at that time was not considered difficult. In fact, one of my instructors said, ‘Even if you take business, you will come out an educated man. “However, once I took the introductory course in economics, I was committed to the profession through the doctorate.”

Heroes
While a student at Rutgers, he witnessed individuals who stepped forward when they saw injustice. “During the McCarthy era, three law professors were charged with being communists. I was able to sneak into the meeting and found that among the entire faculty only two voices were raised to defend these individuals—two economists, Broadus Mitchell and Leopold Kohr. They felt strongly about what was happening and did something about it.”

Challenges for the Future
1. We will be challenged to offer high-quality programs with modest growth in resources from the state. We must use resources wisely and augment them with outside funding to offer affordable access to a broad range of students, both traditional and nontraditional.
2. We must introduce the technology needed to be globally competitive. One of the biggest barriers is identifying and training personnel to use technology. The equipment and software required are more available than personnel. There is a tremendous shortage of technically competent people in both business and academic worlds.
3. We must be responsive to the changing nature and expectations of students. There will still be residential students, but to recruit we will need increased amenities. For example, 83% of the new college students have never shared a room at home. We have a changing market: higher education must respond to that market and become more customer oriented.

Older Adults on Campus
Many students are working on their second and third careers. We see the

spectrum of ages, from traditional students to those in their 80’s and beyond. Many people want to have an education for education’s sake.
We currently don’t involve older adults as volunteers on campus. We have 500 or more annuitants. They meet in June every year, and we have a barbecue for them afterwards. I attend their Christmas luncheon. We have good rapport with them, but so far we haven’t involved them on campus as volunteers.

Advice to Students
Prepare for college by getting a sense of what students have to go through to get there. If finances are tight, consider attending a community college first. There are many forms of aid available through grants, scholarships, work-study programs, and student loans. It is the best investment you will ever make. An educated person has more choices in life, a higher income, and best of all, an opportunity to make this a better world.

Northern Illinois University DeKalb

Founded: 1895
Number of students: 21,609
www.niu.edu

Northern Illinois University was founded as the Northern Illinois State Normal School for teachers, a college for aspiring elementary and secondary teachers. In 1921 the state converted the school to a four-year institution with the new name Northern Illinois State Teachers College, and in 1957 the school officially became Northern Illinois University. Since 1957, NIU has distinguished itself as an important educational and research institution.

The central mission of the university is the transmission, expansion, and application of knowledge through teaching, research and artistry, and public service. In fulfilling that mission, Northern Illinois University meets the needs of students for liberal, professional, technical, and lifelong education.
Graduate Students: 6,222
Undergraduate Students: 15,387



**David Strand, President
Illinois State University**

Rosabeth Kanter writes about collaboration in *World Class Leaders, the Power of Partnering*: “Innovations grow out of unexpected, surprising, and even irreverent mental connections. Developing them requires collaborations and adjustments by many parts of organizations and the networks surrounding them.” President Strand learned about collaboration early in life. In Michigan’s Upper Peninsula, he participated with his family in the commercial fishing and painting businesses. Those early experiences continue to be reflected in his view of involvement from all.

Background

President Strand grew up in a family of modest financial means and had limited prospects of going to college. His parents didn’t have the opportunity to finish high school, and his first two years of school were spent in a one-room schoolhouse. “I always wanted to go to college, so I took good solid college-prep courses. When I got to college, I majored in sociology and minored in psychology. I was involved with student government and also worked for my room and board. During my junior year in college, the Dean of Students said to me, ‘What are you going to do after you finish school? Have you considered working in student affairs?’ I asked him, ‘What is that?’ He said, ‘That is what I do.’

“From the start, in the 60’s, my career path was atypical. I went to Indiana University to get a master’s degree so I could work in student affairs and then started working at a regional university in Missouri. Usually those

who start in student affairs continue in student affairs. I became Vice President for Business and Finance and Institutional Development after completing my doctorate.

Heroes

Dr. Strand describes several heroes: Dean S. J. House was the one who piqued his interest in student affairs; General Eisenhower, because of his military expertise and because he was president of Columbia University and President of the United States; Clark Kern and Ernest Boyer, because of their many contributions to higher education.

Challenges for the Future

1. I see the need for institutions to adapt to the many changes in technology. All institutions can’t maintain their current role. There will be casualties and some may not survive.
- 2 Because of the increased demands from other areas and entitlement programs, state resources won’t be expanding greatly. Public institutions should be cognizant of the need to develop a philanthropic attitude on campus. Alumni, faculty, and students can all assist in this endeavor.
3. Establish (with the assistance of community, university, and Board of Trustees), a sense of vision to help position the university for the next millennium.
4. Get everyone to focus on the combined efforts in specific directions rather than dissipating energies in many different directions. Develop a sense of community using the 4 C’s (cooperation, collaboration, communication, and civility), reducing university tension and building trust.
5. No matter what you promote, everyone has an important role. This includes faculty, staff, workers, students, and president. Everyone must feel appreciated.

Older Adults on Campus

Older adults are a tremendous resource. They are a win/win addition to campus life. The Senior Professionals involve retired business people and faculty who share their career experiences with gifted students. For example, Richard Stewart, a retired manufacturing executive mentored Ryan Kohl, the student body president, as he worked for the passage of a student referendum. Ryan said, “This was one of the best university experiences during my four years at ISU.” Strand applauds the program but sees the downside: a limited numbers of people are involved. “We also need to publicize the value and importance of Senior Professionals to other schools.”

Advice to students

Get a good, solid liberal arts education

**Illinois State University
Normal**

Founded: 1857
Number of students: 19,722
www.ilstu.edu

Illinois State University was founded as the first public institution of higher education in the state. Abraham Lincoln drafted the documents establishing Illinois State as a teacher education institution. Today, Illinois State is, as its founders dreamed, a multipurpose institution with degree programs at the bachelor’s, master’s, and doctoral levels.

The central mission of the University is to expand the horizons of knowledge and culture among students, colleagues, and the general citizenry through teaching and research. Illinois State University is committed to public service activities and to expanding student involvement in learning through the provision of outstanding campus-life programs and activities. Graduate students: 2,949 Undergraduate students: 16,773

Western Illinois University



**Donald Spencer, President
Western Illinois University**

“Most men and women go through their lives using no more than a fraction—usually a rather small fraction—of the potentialities within them,” writes John Gardner in *On Leadership*. “The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind.” President Spencer talks about his high expectations for students who attend Western Illinois University. Like Gardner, he believes that students have great potential that, in many cases, is undeveloped and presents a premier challenge to higher education.

Background

His route to higher education was roundabout. As a youngster, he didn’t have ambitions to be a president. Like so many of the presidents, he didn’t know what he wanted to do when he grew up. “I liked athletics and played on the football and basketball teams. I didn’t think about the future. It was always a given that I would go to college.”

He went to Illinois College and started taking history classes. “I enjoyed them so I took courses in diplomatic history and foreign policy. Then I went into the army and on to the University of Virginia for a master’s and Ph.D.” Spencer studied Thomas Jefferson, his administration, and Manifest Destiny.

Challenges for the Future

1. In the 70’s, some students were coddled. We weren’t doing them a favor. We created an environment in which they would drop courses for casual

reasons. College should be a four-year experience in most cases. The curriculum is designed to be an intensive experience and to follow a graduation track.

2. We are responding to the public’s need for arts and sciences, the need to emphasize career-based programs, but we also need to emphasize critical thinking.

3. We need to recapture the respect of American society. We can reclaim that trust by truly deserving it. We must improve the performance of students and increase the retention rate. We should not have to police the behavior of students, faculty, and staff. We all need to improve integrity in higher education.

4. Universities will resist change.

Telecommunications will be better integrated into higher education with a great menu of choices. The audience for this type of education must be highly motivated. Residential education is still important, but some universities will close as a result of the increased use of the Internet.

Older Adults on Campus

Involving older adults is not a high priority, but Western has taken some successful steps to involve older people as volunteers. First, retirees are involved in a self-sustaining program on campus called L.I.F.E. (Learning is Forever). The retirees plan the course and arrange the teachers. Second, the African American studies planned and implemented a forum on diversity with the local chapter of AARP. They discussed a variety of important issues, such as Social Security, family relationships, religion, long-term care, and more. There is also great

potential for involving older adults in the Student Leadership Program.

Advice to Students

See your education as a means to an end and not an end in itself. It is a four-year experience, so choose your major well. Choose it and finish it.

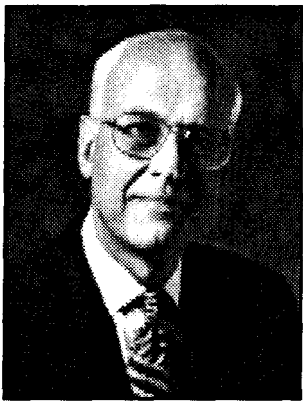
Western Illinois University Macomb

Founded: 1899
Number of students: 12,184
www.wiu.edu

Western Illinois University was established as Western Illinois State Normal School. The school offered its first instruction at postsecondary level on September 23, 1902 and awarded the first degree in 1918. The school changed its name to Western Illinois State Teachers College in 1921 and then changed its name again to Western Illinois State College in 1947. The University adopted its present name in 1957. In 1988 the Rock Island Regional Undergraduate Center was opened on the campus of Black Hawk College at Moline, Illinois.

The mission is to provide premier undergraduate education. The curriculum includes the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical fields of study.

Undergraduate Students: 9,644
Graduate Students: 2,540



**James Stukel, President
University of Illinois**

"Leaders wield influence in organizations which enables them to initiate program change and serve as champions for the adoption of new communication technologies," Patricia Witherspoon, *Communicating Leadership*. President Stukel has chosen technology as his top priority and that of the University of Illinois, and for good reasons. "Look closely. In information technology and biotechnology, for example, pivotal changes already are occurring that will dramatically affect society and the economy in the 21st century."

Background

Stukel grew up in Joliet never doubting that he would attend college. "My parents had neither a high school nor a college education, but they had an extraordinary awareness of the importance of an education." Stukel parlayed his love of math and his interest in the sciences, including physics and chemistry, into an early career in engineering.

He earned an undergraduate degree at Purdue University. After that, "My heart was in research, and there was a position at West Virginia Pulp and Paper Company," which he joined in 1959 as a research engineer. Stukel found gaps in his education and identified 12 courses he needed to do his job. He enrolled at the University of Illinois at Urbana-Champaign for the courses and stayed on to earn his master's and Ph.D.

Heroes

"I was inspired by books about successful people. The American-dream kind of thing." Those stories might have planted seeds of future leadership. As Niccolo Machiavelli said in *The Prince*: "But as for the exercise of the mind, the Prince must read histories and in them study the

deeds of great men."

Teachers were also important in his life. One, a high school chemistry teacher, "took me on trips to Purdue, showed me the campus, and helped me get started on the way to college."

Challenges for the Future

In 1995 you could not click on an icon to travel anywhere. Three years later, about 100 million people are traveling the Internet. "That's how quickly changes in technology are changing our lives.

Technology also will profoundly change higher education. It will have an impact on how we teach, how we conduct research, how we deal with K-12 schools, and how we reach out with public service programs.

"And the Internet alone will change how we are governed. Higher education will be deregulated. As courses increasingly are delivered via technology directly to students in their homes or workplaces, governing bodies will be less able to control or limit courses universities offer on the Net." Stukel predicts that, no longer constrained by where courses are offered and who can take them, anyone will be able to take a course from any university.

Will campuses disappear? "It's unlikely. Some students will want a conventional campus experience. Others will want convenience as they pursue a degree, engage in lifelong learning, or seek training in formats and at times that fit their own schedules and goals. Our job will be to create programs that will meet traditional and nontraditional needs.

With 'virtual universities,' everyone gains equal access to higher education through universal access to the Internet." Costs should be less, with no charges for room, board, or fees. "With Internet courses, we won't need some buildings and will save money."

Are the changes good or bad? "It's irrelevant. They will occur. We have to be ready with priorities and budgets and integral support from both the government and the private sector."

Older Adults on Campus

Stukel foresees ways in which "technology can help younger students and older adults find new common ground on campuses. Retirees can share life experiences with students via computers. They can talk to-and learn from-each other in ways they might avoid if they had to do it face-to-face." Older adults will seek Internet courses, and "some of them will be motivated to return to campus for other classes and projects."

Advice to Students

1. Think globally; think big. Don't constrain your career goals.
2. Take advantage of what the university has to offer, including social and academic life and career opportunities.
3. Be diligent in all classes-college is easy as long as you don't fall behind.
4. Expectations are important; they influence one's vision and, in turn, opportunities. Set goals, but don't be too rigid. Be flexible as situations change.
5. Never forget that ideas matter.

University of Illinois

Founded: 1867

Number of students: 68,383

www.uillinois.edu

Chartered in response to the Federal Land Grant Act, the University of **Illinois** is one of the largest and best comprehensive research universities in the nation. Its mission is to advance human knowledge through teaching, research, and public service.

The University's three campuses are Chicago, Springfield, and Urbana-Champaign. The University opened in Urbana-Champaign in the rich farm belt of central Illinois with 77 students and one building. In Chicago, the University dates back to the 1800s. In 1982, the Chicago Circle and Medical Center campuses merged, creating the University of Illinois at Chicago. **Sangamon** State University in the state capital became the University of Illinois at Springfield on July 1, 1995, giving the University its third campus.

Northeastern Illinois University

"The president must consider the responsibilities of leadership that depend on community values and ideas. She must understand the importance of not only having a vision, but communicating it to her followers, the internal constituencies of the university," writes Patricia Witherspoon in *Communicating Leadership*. President Steinberg points to the importance of the whole university functioning well to be successful and acknowledges the role of the president in understanding students, faculty, and administration and bringing them together.

Background

President Steinberg didn't have a clear idea of her future goals when she was growing up in New York. She was a good student and loved reading, music, theatre, and the choir. She earned her baccalaureate degree at Hunter College and her doctorate at Johns Hopkins University.

Serving as an academic department chair and provost provided wonderful preparation for her position as president. "As a member of the faculty, I understand the needs and challenges of students and faculty and what kind of support they need. Being a chair is useful because you see the world from the perspective of faculty and that of administration and how they need to be brought together.

There is always potential conflict with faculty saying that administration doesn't understand and visa versa." Conflict can unite or separate a group, but according to John Gardner it is inevitable. "Sooner or later every leader must face the task of dealing with conflict. The sounds of bickering are part of the necessary noisiness of a free society. . . . Leaders experienced in dispute resolution foster the transition from a cross fire of accusations to a collaborative search for solutions."



Salme Steinberg, President
Northeastern Illinois University

The students' needs are the top priority. Faculty and administration react favorably and positively toward students. Students, in various surveys, comment on the support they receive from faculty, especially after graduation.

Challenges for the Future

1. Plan for and keep in step with technology.
2. An important part of NEIU's future is responding to educational needs in Lake County by offering degree programs on site and through distance education.
3. Providing meaningful international experience is important preparation for working and living in a global economy. Many of our students have not been outside the city of Chicago. There are many ways to experience another culture. While not everyone can do a semester abroad, short-term involvement is possible.
4. We should acknowledge the importance of the arts and expand partnerships with other groups. Our richly diverse population of 10,000 students is a wonderful group to build support for the arts in our community in many different ways. We provide opportunities for multiple models so that students can have experiences that broaden

their lives.

5. We strive to provide access to a quality education, meet the needs of first-generation college students, keep costs down, and help students find resources.

Older Adults on Campus

We have a long history of serving older adults through our gerontology program and direct service. Our social policy accommodates working adults. Older adults have been involved as volunteers in the reading center for many years. They come in twice each week to read with the children. Older adults are also welcomed as math and language tutors.

Advice to Students

Be willing to explore as many different fields as possible, as early as possible. Don't specialize too soon.

Northeastern Illinois University

Founded: 1867
Number of students: 10,035
www.neiu.edu

Northeastern Illinois University traces its origin to the beginnings of teacher training in Illinois. It was founded in Blue Island as Cook County's first teacher-training school. The institution has evolved into the comprehensive university that it is today. Its campus at 5500 N. St. Louis Avenue opened in 1961.

In addition to offering traditional programs in the arts, sciences, business and education, NEIU has a strong commitment to innovative, nontraditional education and has been a leader in the development of special programs for adults learners.

In 1971, with a total enrollment of approximately 7,000, the college became Northeastern Illinois University. Graduate students 2,856
Undergraduate Students 7,179

University of Illinois at Chicago

Peter Drucker in the *Leader of the Future* writes, "Effective leaders delegate a good many things, they have to or they drown in trivia. But they do not delegate the one thing that only they can do with excellence, the one thing that will make a difference, the one thing that will set standards, the one thing they want to be remembered for. **They do it.**" Chancellor Broski has a reputation for "doing it" and may be a modern version of Lewis and Clark as he blazes a trail to a new future for the University of Illinois at Chicago. One of the most spirited heads of a university, he is focused on the goals for the next 10 years, and is leading the university to membership in the Association of American Universities.



David Broski, Chancellor
University of Illinois at Chicago

Background

"When I was younger, I didn't know about colleges. I knew that my parents expected me to go to college and I was the first person to finish college in my family." In the beginning, he didn't have firm career goals and certainly had no singular desire to be a college president. "Once I started my undergraduate career, I liked the campus life." He later became a high school teacher and worked for a master's while teaching. "I enjoyed education, and knew I would need a Ph.D. My wife was also a teacher, and we decided to quit our jobs and move to East Lansing, where I enrolled in a doctoral program." After graduation, he served as assistant and then associate director of the School of Allied Medical Professions in the Ohio State University College of Medicine.

Heroes

"I didn't have any specific role models or heroes but I was always encouraged by teachers and high school guidance counselors. I didn't really have a mentor or somebody that took me aside to help."

Challenges for the Future

1. We need to establish a campus environment and build a community around the campus. Many students won't

come here because they can't get the campus environment. The south campus is important for us. We acquired land south of the campus in a public-private partnership. We project 700 housing units, residence halls, a commercial strip, and academic facilities. We have a unique opportunity among urban institutions to transfer to a campus community.

2. We need to improve the quality of the faculty. We need good teaching. For example, freshman seminars in the liberal arts and sciences help students find an interest area of their own. The idea is to get into small groups and meet a professor right away. This is good for retention.

3. We need to recruit higher level students. We can't raise admission standards but can carefully recruit and target highly talented minority students. Tuition is very reasonable: one-third of our students pay \$500 or less.

4. We need to build a community, bring things onto campus that will pull people together such as sports, music, and dance.

Older Adults on Campus

Do we need help from senior citizens?

We go out and help older people in the Chicago area, particularly with health needs. The process for involving older adults on campus would be a good topic to discuss with the provost.

Advice to Students

Students need to be armed with a baccalaureate degree and a good liberal arts education. Education will be more driven by technology in the future. Take advantage of the great resources in the city. Get involved! Run for public office.

University of Illinois at Chicago

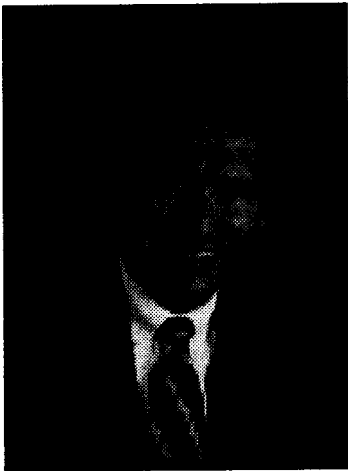
Founded: 1946
Number of students: 24,931
www.uic.edu

University of Illinois at Chicago adopted its present name in 1982 after consolidation of the two Chicago campuses formerly known as the University of Illinois at the Medical Center and the University of Illinois at Chicago Circle.

Medical instruction dates back to 1878 when the Chicago College of Pharmacy became the School of Pharmacy; College of Physicians and Surgeons, now College of Medicine, became affiliated 1897; **Columbian** Dental College became affiliated 1901; all 3 officially became part of the University 1913.

In 1946, an undergraduate division of the University of Illinois was established at Navy Pier. This facility, renamed the University of Illinois at Chicago Circle, moved to its present location in 1965, when it opened its doors as a four-year university. By 1982, it had grown to include eight academic colleges offering degree programs at both the undergraduate and graduate levels.

Graduate: 8,721
Undergraduate: 16,210



**David Werner, Chancellor
Southern Illinois University at
Edwardsville**

“At the heart of every constructive action are responsible persons, those who reach out to engage with real life issues where the going may be rough,” writes Robert Greenleaf in *Servant Leadership*. Chancellor Werner reflects Greenleaf’s philosophy of leadership when he points to higher education taking responsibility for the product they are producing. He considers accountability one of the greatest challenges for the next century.

Background

I grew up in a family in which neither parent had gone to college. My mother went to **fifth** grade and my father to a technical school. My older brother and younger sister didn’t go to college.” While education wasn’t a tradition in his family, his parents were very helpful and supportive. A good student who had always done well, there was an implicit expectation that he would go to college; but he notes, “It was a little like poking around in the dark.” Chancellor Werner relates a humorous experience **just** after he had finished his Ph.D. and **just** before he started his first job at the university. He was visiting his parents and the phone rang: “Is Dr. Werner there?” a voice asked. His mother said, “There are no doctors here.”

Heroes
Dr. Werner tells of good teachers in high school, and of an English teacher in particular, who were influential in

Southern Illinois University Edwardsville

helping him make college decisions. Later a college philosophy teacher was instrumental in his attending graduate school. He went to St. Louis University and studied engineering. “I thought about law school but found out that someone would pay me to go to graduate school.”

Challenges for the Future

1. We **must** recapture credibility by offering high-quality education. **Confidence** in higher education has dropped considerably in the last 20 to 30 years. It is the responsibility of the entire **university** to make sure that what we do, we do well. We ought not put up with mediocrity; rather, we should focus resources on excellent programs that help accomplish the university’s mission.
2. We must be concerned about cost containment so that tuition doesn’t rise every year.
3. Harvard has been around for 300 years and doesn’t have to prove itself; but SIUE is a relatively new institution and we must prove ourselves to the community. We need to be concerned about being a high-quality institution and increasing the graduation rate.
4. We must make the campus more residential. We can build the university in a number of ways: add more advanced programs, add professional schools, and become selective in our admissions.
5. The outlook for higher education is not as dismal as some people think. Statistics show that the number of high school graduates is increasing, therefore there will be an increased demand for higher education.

Older Adults on Campus

“We could involve older adults. Freshmen enter college and can use help; senior citizens could tutor, offer guidance, or provide career counseling.

Getting a program started on campus could happen through the tutorial center. Older adults who come onto campus for gerontology events may have skills in math or writing that are needed by students.

Advice to Students

Start preparing for college in the late elementary years. Take the college-prep curriculum so you are ready and won’t need remedial help. When you get to college, attend your classes and don’t drop classes. Spend two hours studying for every hour in class.

**Southern Illinois University at
Edwardsville**

Founded: 1962
Number of students: 11,151
www.siu.edu

In 1956, there was an appeal from Southern Illinois Council for Higher Education to establish satellite campuses. In 1957, two “residence centers” in **Alton** and East St. **Louis** were opened. SIU expected to enroll 800 students. Nineteen hundred applied. By 1959, the number of students had doubled greatly exceeding the physical facilities.

A planning team investigated sites in the Metro-East counties and selected one at south of Edwardsville. In 1960, the Illinois legislation gave an authorization for constructing a new state university campus. After two and one half years of planning, groundbreaking ceremonies took place for the **first** permanent building. In the fall of 1965, Southern Illinois University Edwardsville moved onto its new campus. Undergraduate students: **8,610** Graduate students: **2,541**

University of Illinois at Springfield



**Naomi Lynn, Chancellor
University of Illinois at
Springfield**

Peter Senge in *The Fifth Discipline* describes the importance of leadership skills in the learning organization: "Significant change will require imagination, perseverance, dialogue, deep caring, and a willingness to change on the part of millions of people." That philosophy is reflected in Chancellor Lynn's leadership but she wonders if we are really preparing for the future. "One of our great challenges is preparing for the world that will be. We talk about it a lot but I'm not sure we are doing what it takes to accomplish this challenging task."

Background

When she was in the 6th grade, Chancellor Lynn was asked what she wanted to be when she grew up. She said, "The first woman justice of the Supreme Court. But after completing a degree in political science, I kind of drifted into the academic community."

As a young mother, she took courses whenever possible: "I loved learning." She eventually earned her Ph.D. in political science at the University of Kansas. "I was always active in many organizations and had the good fortune to be around positive people. I would often moderate church discussions, was involved in college debates, and had the opportunity to make speeches. All of these activities developed skills which have been very useful throughout my life."

Heroes

"I am an avid reader and love biographies. I loved discovering people who were bigger than life, such as Jane Addams, Helen Keller, and Thomas Edison, whose great work ethic and attitude about perseverance inspired many people." He said, "Our greatest weakness lies in giving up. The most certain way to succeed is to always try one more time."

Challenges for the Future

1. Technology will help us communicate with one another and will revolutionize education.
2. Internationalization and globalization are beginning to get some real attention. The blurring of national lines is happening as we communicate more extensively **with** others around the world and come to recognize our interdependence. An educated person will have to function effectively across national and **interna-**tional borders.
3. We must concentrate more on opening opportunities to people so as not to exclude any qualified person from getting an education.

Older Adults on Campus

Several years ago, we had two older graduates, one 84, the other 82. The 82-year-old was annoyed because she wasn't the oldest in her class. We have always courted older students. We have a gerontology program and a user-friendly campus for older people. Last year, because of a national conference on volunteerism, The Presidents' Summit for America's Future, we expanded opportunities for older students to work with community groups. Most of our students are involved in public service or public affairs and many of these activities involve working with older populations. Older adults are an untapped resource that can benefit everyone.

Advice to Students

Take advantage of the opportunity to learn so that no future challenge will be too great. If you learn to write, appreciate reading, develop critical-thinking skills, learn about literature and science, and have the ability to adapt to changing technologies, you will have a solid foundation.

University of Illinois at Springfield

Founded: 1969
Number of students: 4,611
www.uis.edu

UIS is the newest and **smallest of the** three University of Illinois campuses. Formerly known as Sangamon State University. When it joined the University of Illinois on July 1, 1995, the campus was renamed UIS. Sangamon State had been governed by the **Illinois** Board of Regents since 1969 when it was established by the **Illinois** General Assembly as the **first** of two senior institutions in the state, offering course **work** at junior, senior, and graduate levels. The university was charged with addressing public **affairs** within the framework of liberal arts curriculum

The campus has consistently stressed practical experience, professional development, and excellent teaching as the most effective means to enlighten students' minds and to give them **the** skills that **will** prepare them for the next century-
Undergraduate students: 2.478
Graduate students: 2.133

Southern Illinois University



**Ted Sanders, President
Southern Illinois University**

President Sanders experienced risk taking early in life. He tells a story about how he began first grade at the age of five. He said the first-grade class in the small rural school that year had 30 seats but only 29 kids to fill them. His parents were told that he could go to school because they needed to fill that extra seat. His parents took a chance and started him in school a year younger than everyone else in his class.

“We also learned about responsibility at home and at school. A young fellow in our third-grade class was disabled. He was three years older than the rest of us and had faced repeated failure. Our teacher taught us **that** it was our responsibility to make sure that he learned. He wasn’t ostracized, he was the center of attention. We looked out for him and eventually he succeeded. That experience has stayed with me over the years.”

Background

“I grew up in Texas and my folks were extremely poor but there was always enough money for education. Every couple of weeks we brought home a flyer describing paperback books we could order from school. We could always order as many books as we wanted. My folks were determined that we would have access to books, read, and get an education.”

Sanders’s interest was in mathematics. He knew that it could lead to a career, maybe in engineering, but he enjoyed it more in its purest form. “From our earliest years, my brothers and I had a burning interest in mathematics. To be a mathematician was my clear goal. Financial necessity took me to a school teaching vocation in Mountain Home, Idaho, and I found my calling. I loved it.”

Heroes

Sanders had many heroes in his life, but he speaks enthusiastically about a teacher named Comeda Kelly, his **third-**

grade teacher, and her influence in shaping his values. He **also** speaks about his lifelong interest in Thomas Jefferson who “defined the common school better than anyone else among the founding fathers.”

Vision of the Future

We live in a knowledge-based global economy which demands an educated workforce equipped with skills and abilities necessary to compete and succeed in a fast-paced, high-technology environment. To keep up with the changes in work and daily living environments and to keep education relevant, colleges and universities have to **be** willing to develop new alliances and partnerships with each other, with business and industry, and with other societal institutions. They must explore and develop new methods for delivering education effectively, including distance learning, Internet, and other technologies. And our efforts must include a lifelong commitment to the learning needs of our citizens.

We are challenged to involve the entire university in better preparing teachers for our schools. We must embrace the responsibility to work cooperatively with the public schools to improve the academic skills and performance of students.

Older Adults on Campus

President Sanders sees mentoring as an important contribution of older adults. Mentoring is more than important-a relationship with a caring adult is vital. The university is ripe for the involvement of older adults. They **enrich** their own lives and contribute to the university community. They can help with career development and fundraising too.

Advice for Students

Plan your activities to finish your degree in a reasonable period of time. University life is more than a classroom

experience, and you should strive to obtain all that it offers. Get involved in co-curricular activities and student government and the many cultural experiences your time on campus will offer you.

Southern Illinois University

Founded 1869
Number of students: 33,014
www.siu.edu

Southern **Illinois** University is a multicampus university comprising two institutions, Southern **Illinois** University at Carbondale (**SIUC**) with a School of Medicine at Springfield and a campus in **Niigata**, Japan, and **Southern** Illinois University at **Edwardsville** (**SIUE**) with a School of **Dental** Medicine at **Alton** and a center in **East St. Louis**.

The Southern Illinois University was chartered **in** 1869 as Southern **Illinois Normal** University, a teachers’ college. In 1947, the name was changed to Southern **Illinois** University, reflecting the institution’s academic expansion. The University **also** expanded **geographically**. As **early** as 1949, SIU began offering **off** campus academic courses in the **metropoli-**tan East St. Louis area, which led to the eventual development of a separate institution in Edwardsville.



**Jo Ann Argersinger, Chancellor
Southern Illinois University
Carbondale**

Rosabeth Kanter, in *Change Masters*, discusses innovation; "Individuals who will succeed and flourish will also be masters of change: adept at reorienting their own and others' activities in untried directions to bring about higher levels of achievement." Chancellor Argersinger sees myriad untried directions in her new position at SIUC, such as undergraduate student research, encouraging students to get passionate about an area of interest, and energizing public service in the community.

Background

"My parents had a great impact on my life. My mother was an accomplished entrepreneur and a wonderful role model. My father was a brilliant man who started a printing business and at one point printed the Chronicle of Higher Education." Both of her parents were committed to education; and as the youngest of five children, she learned to listen, be patient, identify problems, and solve them. "My brothers and sisters wanted to teach. So I started reading early and became an avid reader of everything, including encyclopedias."

Heroes

Her heroes varied over time. "Sometimes they were related to what I was reading. Abraham Lincoln was my first hero; Eleanor Roosevelt, my second. When I was kindergarten-age, I followed my mother to work and learned about business. Thanks to my grandmother, I

Southern Illinois University Carbondale

have always had an eye for design and creative arts, such as quilting. These experiences gave me the patience to recognize my strengths and weaknesses."

Vision for the Future

1. We need to preserve great research in universities and yet become more responsive to the community, bring to bear aspects of research to improve undergraduate education and emphasize faculty members as mentors.

2. The everyday problems of our society can be helped by involving the university in public service, taking advantage of internships for students, and promoting positive connections with communities.

3. We need to improve undergraduate education by involving students in research. This involvement would be beneficial to faculty and students as students learn to think analytically, take academic risks, experience the excitement of original thought, and understand that honesty and academic integrity are important.

Older Adults on Campus

The university must recognize the special resources of retirees. The seasons of a faculty member's life or those of a staff member's may include involvement after retirement. Faculty and retired faculty often do many more jobs than they are required to do and are helpers in a variety of ways. The campus can enjoy, respect, and give recognition to members of the older community by constantly engaging them and by tapping them as resources for the community.

Advice to Students

Think about the importance of values. Work hard, and think about making a lasting contribution in something you feel passionate about. Know that education is a journey that offers an opportunity.

Southern Illinois University at Carbondale

Founded: 1869
Number of students: 21,863
www.siu.edu

In 1869, the State of Illinois 26th General Assembly authorized the founding of a university at Carbondale. The first "Main Building" began its construction in 1870 and the university was known as Southern Illinois Normal University. The first class was actually started in the summer session of 1874 with an enrollment of 54 students. The first graduation was held in 1876.

In the early life of the university, the major mission was to train teachers for area schools. In 1943, the Illinois General Assembly passed legislation authorizing SINU to confer a wide range of liberal arts and sciences degrees as well as a Master's degree in Education. In 1947, the university changed its name to Southern Illinois University and later in 1969 the name changed again and became Southern Illinois University at Carbondale.

Undergraduate Students 17,725
Graduate Students 4,138

Eastern Illinois University

“The one thing that is becoming clearer and clearer is that institutions of the past may be obsolete and that new forms of governance and leadership will have to be learned,” notes Edgar Schein, in *Organizational Culture and Leadership*. Likewise, President Joms sees Eastern moving from the past to the future in a new role as a residential university with selective admissions and restricted enrollment.

Background

When asked if he had thought about being a university president when he was a youngster, President Joms’s reply was, “No, never. At one time I wanted to be an archaeologist.”

The theatre drew Joms’ attention in high school. Everyone told him he would starve as an actor, so he got a degree in radio-television. Later he went into the U.S.Navy and studied for a Ph.D. at UCLA. His first faculty job was in theatre at the University of Missouri. He later became dean at West Texas State and provost at Northern Kentucky before going to Eastern.

Heroes

Joms had many heroes in his life. “A high school teacher, Pat Snider, was very impressive to me, as were a number of people who were mentors in college and graduate school. I always admired Lawrence Olivier. He was a brilliant actor and a great director.” Joms’s interest in drama continues. He hopes to direct and teach after retirement.

Challenges for the Future

1. The CAE Rand Report says that higher education needs to define itself better. It seems to me that regional schools are expected to do too many things. The states can’t really afford to fully fund higher education and will need to find additional ways of providing funding. The private sector could take over much of what the state does now.



**David Joms, President
Eastern Illinois University**

For example, the University of Phoenix and DeVry are examples of for-profit models that may take some of the load.

At Eastern, we expect to become more reliant on our own funding abilities. For example, we might be allowed to charge additional tuition in order to make up the deficiency. In exchange for that, the institution could become semi-autonomous in setting standards and recruiting students-a public alternative to a private institution.

2. Delivery of higher education is changing. On-line higher education is increasing. For example, we might be able to find 80 or 100 faculty members who could offer Internet courses and be brought together in person with their students only once or twice a year. It could be organized on a contractual basis and could be expanded as needed. Classes would be available 24 hours a day.

3. Higher education has a responsibility to be involved with K- 12 public schools. We can help faculty in public schools remain in touch with the latest developments by bringing sociological aspects of learning to the fore and by using professional development schools.

Older Adults on Campus

We also have a desire to offer educational courses for older people. That’s one of the areas I hope to be involved in when I retire. As far as involving retirees on campus, we do it by hiring them to teach on a limited basis.

Advice to Students

Major in the liberal arts.

Eastern Illinois University

Founded: 1895
Number of students: 11,711
www.eiu.edu

The University was established as Eastern Illinois State Normal School by the Illinois General Assembly. In respond to growth and change, the institution became Eastern Illinois State Teachers College in 1921, then Eastern Illinois State College in 1947, and finally Eastern Illinois University in 1957. The University grants bachelor’s, master’s, and specialist’s degrees.

Eastern Illinois University offers superior yet accessible undergraduate and graduate education. Students learn the methods and outcomes of free inquiry in the arts, sciences, humanities and professions guided by a faculty known for its commitment to teaching, research/creative activity, and service. The University community strives to create an educational and cultural environment in which students refine their abilities to reason and to communicate clearly so as to become responsible citizens in a diverse world.

Undergraduate students: 10,106
Graduate students: 1,605

Governors State University

President Wolff tells a compelling story that typifies many of Governors State's students. "One of our students recounted that her father offered to pay for her wedding and her brother's college. She asked if he couldn't pay for her college instead of a wedding. He said no. She got married, raised her children, and then went back to school. By the time she came back, she knew what she wanted to do and was ready for the rigors of higher education."

Background

Of her youth, President Wolff said it was difficult to say how it affected her career. "The important thing in childhood is that commitment, interest, and creativity form the basis for enjoyment. I enjoy what I do. Both of my parents were supportive of everything we did as children. They gave strong values about the things that were important, particularly commitment to community service, decency, and civility." Her childhood didn't prepare her for being a university president nearly as well as being a mother prepared her.

Many of my colleagues were planning career paths and anticipating what boards they would sit on. My career decisions happened in a haphazard way. I was fortunate to work with people who supported me and gave me opportunities."

Challenges for the Future

1. One of the challenges is continuing to gain respect for an institution serving nontraditional students and continuing to establish balance between strong academic quality and practical learning.
2. Another challenge is creating a culture within the institution, attracting extraordinary faculty who are interested in the theoretical and in the need for practical experience.
3. We need to continue providing access to higher education. Two-thirds of Governors State's students are **single-**woman heads of households; their average age is 34; 60% have yearly



**Paula Wolff, President
Governors State University**

salaries under \$25,000 and continue to invest financially and emotionally in terms of community to achieve education goals. We must meet the needs of students rather than meet the needs of the institution.

4. We would like to change the **mindset** that higher education is a resource to be rationed. It should be available to anyone and everyone.

5. Diversity is an important consideration for the future. **GSU's** founders were very forward thinking about issues of diversity. The faculty is 40% female, and 30% minority, and the students are 30% minority.

Older Adults on Campus

Many of our students are older and they are tapping our resources. Some older people have done mentoring programs in the College of Arts and Sciences and GSU also has retired executives working within the Small Business Development Center. A peer-driven lifelong learning program operates in the university. Older adults can become more involved at GSU through our Regional Leadership Center or through other volunteer opportunities. Many are involved as ushers at the Center for Performing Arts, use the workout center, and participate in other resources of the university.

The question is: Should we put

older people in a category by themselves? At Governors State, we encourage the involvement of all people, regardless of age.

Advice to Students

Take advantage of the resources and sources of support offered by the university to help you achieve your goals.

Governors State University

Founded: 1969
Number of students: 6,199
www.govst.edu

Governors State University was **char-**tered by the General Assembly and designed to serve undergraduate transfer students and those seeking master **de-**grees. The university's primary mission is teaching. It provides an **affordable** and accessible undergraduate **and** graduate education to **its cultural** and economically diverse **lifelong** learners. The **foun-**dations of the university's academic programs are the liberal arts and sciences, which generally emphasize **professional** preparation. The **multicultural** community of students, faculty, and staff are very valuable.

Governors State University addresses the needs of the **traditional** and nontraditional learners through the breadth of its curriculum, the flexibility of the teaching strategies, and the advanced of the instructional technologies.

Governors State University is an active partner in the economic and social development of the surrounding metropolitan regions, preparing informed and concerned citizens and providing them a global perspective in an interdependent world.

Undergraduate students: 2,928
Graduate students: 3,271



**Michael Aiken, Chancellor
University of Illinois at
Urbana/Champaign**

“At the core of effective leadership is the ability to communicate. All forms of communication must be mastered by the effective leader: written and oral, electronic and digital, communication by graphics and behavior, by art and music, and by expressed emotion,” according to Warren Wilhelm in the *Leader of the Future*. Chancellor Aiken regards communication as the most important skill during his **40-plus** years as an academic administrator. He says that effective communication skills help with socialization, create confidence, and help one gain support.

Background

Chancellor Aiken grew up in a small town in northern Mississippi. “I was imbued with middle-class values and was always encouraged to get an education.” He applauds the academic preparation he received and points to that as one of the reasons for his success. Later he attended the University of Mississippi.

“When at college I worked in the Dean of Students **Office** and realized that I would become an administrator. I knew I needed a Ph.D.” He graduated with a degree in sociology and completed his master’s and Ph.D. at the University of Michigan. He joined the University of Illinois as chancellor in 1993.

University of Illinois Urbana/Champaign

Heroes

Growing up in a small town presented him with many mentors, such as the scoutmaster, football coach, and superintendent. It was an age-integrated community, so everyone was concerned about everyone else.

Challenges for the Future

- 1. Maintain the quality of the institution. Given the reward system, it is difficult to attract and hold on to faculty. We need to increase faculty salaries to compete **with** private universities.
- 2. Technology is the second challenge. The world of the Internet and computing is changing very rapidly, and that will have an impact on how we do our teaching, research, and outreach.
- 3. Create a more successful and enriching undergraduate experience. We need to improve programs that make transition easier, improve the quality, and involve students in programs that will enhance their leadership skills. Students are encouraged to get involved with service learning. We have the largest America Reads program, and the students offer more than 1,000 hours of service to the community. As the first regent, John Milton Gregory, said, “We are not here to march our students through a narrow set of requirements but to develop their brain power.”

Older Adults on Campus

I am not sure we have programs that involve older adults. We have faculty and staff who provide mentoring, probably more is available than the students want. Deans may support the idea of involving older adults in helping roles, but the questions to them are: are:

“What are you doing, and what are you planning to do? Are students interested in getting involved with older mentors?”

Advice to Students

The campus provides unusual opportunities and students have to apply themselves and not restrict their activities to the classroom; rather, embrace the larger social world. Learning takes place inside and outside the classroom.

University of Illinois at Urbana-Champaign

Founded: 1867
Number of students: 38,841
www.uiuc.edu

The University of Illinois at Urbana-Champaign was one of the original 37 public land-grant institutions created within 10 years of the signing of the Morrill Act by Abraham Lincoln in 1862. The university was a state-supported, with a three-fold mission of teaching, research, and **public** service.

During its history, the University has earned a reputation as an institution of international stature. It was recognized for the high quality of its academic programs and the outstanding facilities and resources it makes available to students and faculty. Scholars and educators rank it among a select group of the world’s great universities.

Undergraduate students: 28,540
Graduate students: 10,301

Chicago State University



**Elnora Daniel, President
Chicago State University**

Ernest Boyer wrote in *College*, “If the college is to be an effective community, effective governance is essential. At every college and university, forums are needed to address common educational questions and to consider campus-wide matters that cannot be handled in any other way.” Dr. Elnora Daniel, incoming President at Chicago State University has a philosophy of developing a collective vision and involving students, faculty, and administrators in strategic planning.

Background

Daniel was reared by an older aunt and uncle in a small town in North Carolina. “That environment and life experience had a great impact and influence on me. Even though it was a modest home environment, it was adequate. A lot of interest was placed on education and I grew from that.

I started school before integration and so was very sheltered. My school was a small wood-framed building with 7 grades in it. I was a ravenous reader; and because we lived in a rustic rural area, it was a way of finding adventure to places I had never visited. I enjoyed the arts, music, theatre, dance, and opera.

I graduated from college in Greensboro and soon after was married. My husband received a teaching position in New York, so I was able to complete a master’s at Columbia University and later a Ph.D.

Heroes

My aunt was my first great mentor. Her work ethic was exemplary and she had great strength of character. I also had high school teachers who were exceptional. They thought I had special gifts and always provided additional experiences to give me a well-rounded education.

Challenges for the Future

1. We must develop a collective vision and forge a new vision for the university through a strategic planning process that involves faculty and students.
2. The infrastructure and need for expansion will require attention, as will a careful planning of economic factors in higher education.
3. Technology is a challenge. Students and faculty need to get involved with resources. We need to have adequate information and communication technology. Everything is changing and we must make sure that we are on the cutting edge.
4. We need to make sure that students, particularly inner-city students, have the support systems that they need to provide opportunities for success.

Older Adults on Campus

Involving older adults is a wonderful idea. People are living longer and can provide many services that are consistent with the Chicago State mission. A partnership between the community and university is mutually beneficial. For example, elders who come to campus to exercise also volunteer in several departments, such as education, business, and health services.

Advice to Students

1. Enjoy the college life and utilize the resources of the university, such as computer labs, library and mentors.
2. Focus on the pursuit of a career. Persevere. Don’t give up. Seek help: don’t wait until it is too late.
3. Develop friendships. Get to know different people with different ideas.

Chicago State University

Founded 1867
Enrollment 9,462
www.csu.edu

originally founded as an experimental teacher training school, the institution has evolved into a multipurpose university committed to meeting the needs of the urban community.

The mission of the university is to:
1) provide quality education in the liberal arts and sciences, nursing, and allied health professions, and business;
2) promote access to higher education and opportunities that support academic success for urban populations that have historically been under represented in higher education; and,
3) contribute to the economic development and social welfare of the Chicago area through research, public service, and outreach programs.

Undergraduate students: 6,892
Graduate students: 2,570

FIRST DRAFT

Intergenerational Plan for Illinois 1998-2003

Communication is the focus of the Illinois Intergenerational Initiative as we look to a new century. The five year plan embraces communication at all levels including interpersonal relationships between generations (one-on-one and groups), organizational communication (educational institutions and the community), the media, and technology

The goals urge organizers and program participants to enhance the quality of their intergenerational programs in four ways: 1) increasing understanding between generations, 2) delegating responsibility to youth and older adults, 3) enhancing quality management and leadership processes, 4) promoting civic involvement and the awareness of intergenerational public policy

The plan was prepared with advice of public university presidents and chancellors, the community college network, and through the efforts of a think tank comprised of the following:

Lucinda, Beier, Illinois State University * Patty Bemdt, Social Work Student, University of Illinois Urbana/Champaign * Cindy Brander, Student, Rockford College * Joe Dunn, Illinois Coalition for Community Service * Bill Garcia, Learn and Serve, Illinois State Board of Education * Katie Huther, Retired Teacher, Springfield School District * Tim Krieger, Corporation for National Service, Chicago * Susanne Kutter-Siburt, Leadership Center, Southern Illinois University at Edwardsville * Linda Kolbusz, Assistant Superintendent, District 300, Carpentersville * Tim Lee, Acting Executive Director, Illinois Retired Teachers Association * Ivan Moore, SCORE (Service Corps of Retired Executives), and Retired from Gardner Denver Co., Quincy * Jan Novotny, Emeritus College, Joliet Junior College * Linda Schoonmaker, Illinois PTA, Bradley * Mary Selinski, Illinois Department on Aging * Frank Sorensen, American Association of Retired Persons * Chris Stephens, Illinois Retired Teachers Association * Shawn Sweeny, Illinois Campus Compact, Illinois State University * Kathy Ibmlinson, Education-to-Careers, John Wood Community College, Quincy * Lanse Ibmlinson, Vice President, First Bank, Quincy * Mary Walsh, Illinois Association of School Boards * Anna Weslak, Illinois PTA, Belinda Wholebin, Chair of Psychology, Rockford College * Chuck Williams, Retiree, Caterpillar * Ed Wojcicki, Publisher, Illinois Issues, University of Illinois at Springfield * Gary Wood, Retired High School Counselor, Pekin High School * Joan Wood, Pekin Public Library .

One-on-One

The interaction between two individuals can be a great learning experience or a “nothing.” The idea that some intergenerational programs are young helping old, some are old helping young is an idea whose time has passed. A quality intergenerational interaction is mutually beneficial—always! A challenge for intergenerational developers is to help young and old acknowledge what they give in an interaction and what they get out of it AND, most important, communicate that to their intergenerational partner.

- By 2003, a critical component of intergenerational development will be promoting opportunities for understanding between generations.
- By 2003, intergenerational organizers will include the empowerment of both young and old in each intergenerational interaction.
- By 2003, individuals will have access to quality intergenerational dialogue on internet.

Schools/Higher Education

The future for schools and universities is to tap the resources of older people to help students, especially those who need a tutor, mentor, help with careers, encouragement that they can succeed, or just someone to listen. All quality intergenerational exchanges are mutually beneficial. Schools and students need to think about how they can help the older people who come to their schools, particularly when they have difficulty doing outside work, getting their groceries, or simply accomplishing the tasks of daily living. Educational institutions have great opportunity to help older people as a part of the educational experience.

- By 2003, schools and higher education and older community residents will develop a mutually beneficial system for helping each other.
- By 2003, schools and higher education will include curriculum that promotes lifelong service learning and reaches out to older adults to enrich the curriculum through civic involvement.

Communities

We hear the stories about the gangs, alcohol, and violence that seems so much a part of community life. Have communities done everything they can do to change this scenario? Communities have great potential to tap the leadership of old and young to discuss community issues, help implement projects, and promote civic involvement among their peers. The notion of intergenerational teams is one that needs to see be explored.

- By 2003, communities will routinely involve diverse groups of old and young in the planning and discussion of community issues and implementation of projects.
- By 2003, communities will have a greater focus on intergenerational leadership as a way of promoting civic involvement and preparation for careers.

Media

Our task with the media is to get the win/win stories out about the benefits of intergenerational programs and activities. We must also emphasize the cooperation that occurs between generations leading the media away from the idea of intergenerational conflict and toward harmony.

- By 2003, those involved with intergenerational efforts, will routinely share information with the media about the great benefits of their intergenerational programs.

Technology

Technology is a resource that abounds with potential. We must tap it to provide information, pull generations together, and utilize its potential for intergenerational instruction.

- By 2003, a comprehensive intergenerational information system will be established in Illinois tapping the continuum of intergenerational resources.
- By 2003, technology will be a critical vehicle that links generations in quality programs.

We appreciate advice on the goals from individuals of all ages. Deadline for input is September 1, 1998 so that the plan can be finalized by September 15, 1998. Thanks a million!

August

- August 6-7, Midwest Community Service Directors Conference Campus Compact, Evanston, IL, Northwestern University, 309-438-s 123
- August 6-10, "Service*Stewardship*Spirit*Servant Leadership," International Conference on Servant Leadership, Indianapolis, IN 317-259-1241 FAX 317-259-0560
- August 7, 1998, : "Reaching Out: Connecting the Generations." Pekin Intergenerational Network Annual Workshop, 8:30-noon, Pekin Hospital. Will include PIN history (who we are and what we do), looking at the future, and celebration/recognition. Call the Miller Center for reservations, 346-5210.

September

- September 10-12 Volunteer Recruitment Fairs, Tutor/Mentor connections, 312-467-2889, www.tutormentorconnection.org
- September 11, Sharing the Asset Message, Training, Research Institute, Indianapolis, 800-888-7828
- September 22-23 Coalition on Aging Annual Retreat, Mike O'Donnell, 309-829-2065

October

- October 1, International Year of the Older Person, New York, Maralee Lindley, Illinois representative, 217-785-2870
- October 2-4 National Storytelling Festival, Jonesborough, TN, 800-525-45 14
- October 8, Intergenerational Child Care, Chicago Intergenerational Network in cooperation with Mary Crane Head Start and Lathrop Homes Senior Housing, 2717 N. Leavitt, 12-1 Brown Bag and Planning, 1-2 p.m. Meeting, Contact Ken Bernat, Chicago Dept. on Aging, 312-744-3221
- October 21-24, Redefining Learning in the New Millennium, Norfolk, VA, National Society for Experiential Education, 919-787-3263, nsee@netstart.net
- October 24, Make A Difference Day, **Note:** Beginning in August, the managers of all 2,300 Wal-Mart stores will each have \$1,000 in grants to support local community "Make a Difference Day" projects.

November

- November 1, Deadline for Senior Citizen Community Involvement Awards, Attorney General Jim Ryan. Participation in an Illinois direct action program that helps prevent crimes against seniors. Contact Jeanne Blackman 217-782-9057
- November 5-8, International Conference of the Association for Experiential Education, Lake Tahoe, California, 303-4408844 x 11, info@aee.org
- November 6 & 7, Tutor/Mentor Connections Leadership Conference will be held in Chicago, Call 312-467-2889, www.tutormentorconnection.org
- November 12, Reviewing the Educational Interests of Illinois Citizens, Speaker, Jan Ignash, IBHE; Sponsored by LIFELONG, Springfield, Illinois Community College Board, Older adult programmers from universities, community colleges, retiree organizations, the aging network, elderhostel institutes, and gerontology programs are welcome.
- November 20-22, Joint Conference: IL Assoc. of School Boards, IL Assoc. of School Administrators, IL Assoc. of School Business Officials, Chicago, 217-528-9688

December

- December 2-4, Governor's Conference on Health and Aging, Chicago, 217-785-3387

Coming August 13-14 America Reads Training

The Lodge at McDonalds in Oakbrook is the setting for the next America Reads training. The focus will include tutor training, building skills, discussion of research, and practice on reading instruction.

Contact Gay Zarazinski 630-571-4700 x1267 or Gzarazin@ncrel.org

Congratulations to New Projects

PTA Outreach to All Illinoisans

Ten community forums on education will be held this fall in cooperation with the National Center for Educational Policy and funded by the Joyce Foundation. The purpose is to gather information about school reforms. IL PTA believes that everyone's opinion is important. They want to hear from public and private school parents, business, clergy, media, grandparents, everyone. Contact Sharon Voliva, 708-481-5053, Svoliva@aol.com

Promoting Family History

Congratulations to the Lineage Society in Chicago, specifically Pat Bearden and Yolanda Simmons for a grant from the Senate. They will continue their important work developing oral histories, gathering old photographs, establishing an electronic data base, and making video tapes that will help preserve the stories of slavery. The fiscal agent is the Center for City Schools, National Louis University

Computers and Nutrition

Continuing Education and Agriculture at UIUC have been funded to develop a program with students teaching African American elders computers and the elders teaching the young people nutrition concepts. Congratulations to Cheryl Barber and colleagues

21st Century Community Learning Centers

The 21st Century Community Learning Centers are intended to provide safe places for children to learn and grow in the out-of-school hours. Four schools have been selected to receive funding in Illinois including: **Alton (Alton Community Unit School District # 11), East St. Louis (East St. Louis School District; Lincoln (Lincoln Elementary School District), and Markham (Prairie-Hills Elementary School).**